Preparing Arizona's Students for College and Career Success

ARIZONA'S
COLLEGE AND CAREER READY STANDARDS

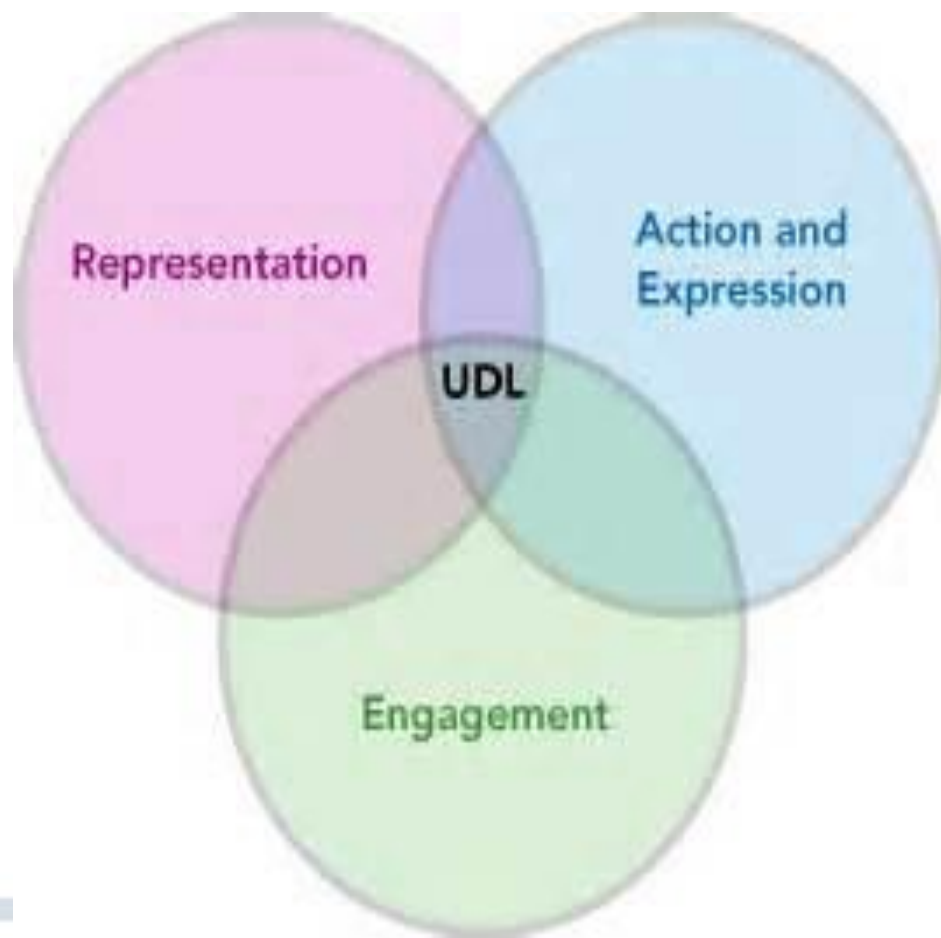# Meeting Arizona College and Career Ready Standards for Special Educators

January 7-8

Day 2

Presenters:

Debra Herburger   Kevin Schaefer
dherbur@wested.org   kschaef@wested.org

UDL—the Instructional HOW of AZCCRS

What is NOT Covered by the Standards

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach.

What is NOT Covered by the Standards

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers.

What is NOT Covered by the Standards

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school.

What is NOT Covered by the Standards

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom.

What is NOT Covered by the Standards

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

What is NOT Covered by the Standards

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.

Instructional Shifts

"The biggest change…will be in instructional practices. And, frankly, this change is revolutionary. It will cause a big change in how you do your job as a teacher." Kevin Baird, *10 Steps for Migrating Your Curriculum to the Core*, Achieve 3000

Crosswalk of Common Core Instructional Shifts: ELA/Literacy

Both the 6 instructional shifts articulated by the NY State Department of Education and the 3 instructional shifts outlined by Student Achievement Partners help educators understand the major changes required by the Common Core in terms of curricular materials and classroom instruction in ELA/Literacy and Mathematics.

6 Shifts: EngageNY
www.engageny.org

3 Shifts: Student Achievement Partners
www.achievethecore.org

1: PK-5, Balancing Informational & Literary Texts: Students read a true balance of **informational** and **literary** texts. Elementary school classrooms are, therefore, places where students **access the world** – **science, social studies, the arts** and **literature** – through text. At least 50% of what students read is **informational**.

2: 6-12, Knowledge in the Disciplines: **Content area teachers** outside of the ELA classroom **emphasize literacy experiences** in their planning and instruction. Students learn through **domain-specific texts** in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.

=

1: Building knowledge through **content-rich nonfiction** and **informational texts**

4: Text-based Answers: Students have **rich and rigorous conversations** which are dependent on a common text. Teachers insist that classroom experiences stay **deeply connected to the text** on the page and that students develop habits for making **evidentiary arguments** both in conversation, as well as in writing to **assess comprehension of a text**.

5: Writing from Sources: Writing needs to **emphasize use of evidence** to **inform** or **make an argument** rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through **written arguments** that **respond to** the **ideas, events, facts,** and **arguments** presented in the texts they read.

=

2: Reading and writing grounded in **evidence from text**

3: Staircase of Complexity: In order to prepare students for the **complexity of college and career ready texts**, each grade level requires a **"step" of growth on the "staircase"**. Students read the **central, grade appropriate text** around which instruction is centered. Teachers are **patient,** create **more time** and **space** in the curriculum for this **close and careful reading,** and provide appropriate and necessary **scaffolding** and **supports** so that it is possible for students reading below grade level.

6: Academic Vocabulary: Students constantly **build** the **vocabulary** they need to **access grade level complex texts**. By focusing strategically on **comprehension of pivotal and commonly found words** (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers **constantly build students' ability to access more complex texts** across the content areas.

=

3: Regular practice with **complex text** and its **academic vocabulary**

Crosswalk of Common Core Instructional Shifts: Mathematics

1: Focus: Teachers use the power of the eraser and significantly **narrow and deepen** the **scope** of how time and energy is spent in the math classroom. They do so in order to **focus deeply** on only the **concepts** that are **prioritized in the standards** so that students reach **strong foundational knowledge** and **deep conceptual understanding** and are able to **transfer mathematical skills** and understanding **across concepts and grades**.

=

1: Focus strongly where the Standards focus

2: Coherence: Principals and teachers **carefully connect** the **learning within and across grades** so that, for example, fractions or multiplication spiral across grade levels and **students can build new understanding onto foundations** built in previous years. Teachers can begin to count on **deep conceptual understanding of core content** and build on it. Each standard is not a new event, but an **extension of previous learning**.

=

**2: Coherence**: **Think** across grades, and **link** to major topics within grades

3: Fluency: Students are expected to have **speed and accuracy** with simple calculations; teachers structure class time and/or homework time for students to **memorize**, through repetition, **core functions** (found in the attached list of fluencies) such as multiplication tables so that they are **more able to understand** and **manipulate more complex concepts**.

4: Deep Understanding: Teachers teach more than "how to get the answer" and instead support students' ability to **access concepts** from a **number of perspectives** so that students are able to see math as more than a set of mnemonics or discrete procedures. Students **demonstrate deep conceptual understanding** of **core math concepts** by **applying them** to **new situations** as well as **writing and speaking about their understanding**.

=

3: Rigor: Require **fluency, application,** and **deep understanding**

5: Application: Students are expected to use math and **choose the appropriate concept for application** even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to **apply math concepts in "real world" situations**. Teachers in **content areas** outside of math, particularly science, ensure that students are using math – at all grade levels – to **make meaning of and access content**.

6: Dual Intensity: Students are **practicing and understanding**. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through **extended application of math concepts**. The amount of time and energy spent **practicing and understanding** learning environments is driven by the specific **mathematical concept** and therefore, varies throughout the given school year.
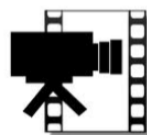
Implicit Building Blocks

- Communicative Competence

- Self-Advocacy

- Self-Determination

- Executive Functions

- Social/Emotional Skills

- CCRS-Aligned Behaviors/Expectations

Universal Design for Learning

The idea of an average learner (that we have been designing our lessons and instruction to) is a myth—was there EVER an 'average' learner?

Universal Design for Learning

What are some of the barriers to successful learning that our students face?

What is Universal Design?

- Ramps

- Curb Cuts

- Electric Doors

- Captions on Television

- Easy Grip Tools…

What is Universal Design?

Drawbacks of Retrofitting:

• Each retrofit solves only one local problem

• Retrofitting can be costly

• Many retrofits are UGLY!

•Have you ever tried to retrofit a lesson?

What is the link between architecture and curriculum?

"Consider the needs of the broadest possible range of users from the beginning"

-- Architect, Ron Mace

What is Universal Design?
Is our learning environment welcoming?

UDL is the proactive design of curriculum and instruction to ensure they are educationally accessible regardless of learning style, physical or sensory abilities.

Just as physical barriers exist in our physical environment, curricular barriers exist in our instructional environment.

UDL Foundations:
Brain-based Learning Networks

Brain-based research indicates three distinct yet inter-related learning networks (Rose, Meyer, Hitchcock, 2005):

- **Affective Learning Network** (*why*)
  How motivation & participation impacts learning

- **Recognition Learning Network** (*what*)
  How we make sense of presented information

- **Strategic Learning Network** (*how*)
  How we demonstrate our learning or mastery

http://lessonbuilder.cast.org/learn.php

Universal Design for Learning Guidelines
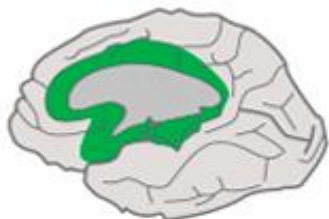
Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide options for self-regulation
+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reection

Provide options for sustaining effort and persistence
+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for recruiting interest
+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions

Provide Multiple Means of
Representation
Resourceful, knowledgeable learners

Provide options for comprehension
+ Activate or supply background knowledge
+ Highlight patterns, critical features, big ideas, and relationships
+ Guide information processing, visualization, and manipulation
+ Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols
+ Clarify vocabulary and symbols
+ Clarify syntax and structure
+ Support decoding of text, mathematical notation, and symbols
+ Promote understanding across languages
+ Illustrate through multiple media

Provide options for perception
+ Offer ways of customizing the display of information
+ Offer alternatives for auditory information
+ Offer alternatives for visual information
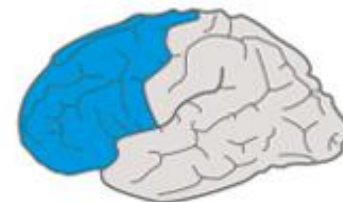
Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Provide options for executive functions
+ Guide appropriate goal-setting
+ Support planning and strategy development
+ Enhance capacity for monitoring progress

Provide options for expression and communication
+ Use multiple media for communication
+ Use multiple tools for construction and composition
+ Build uencies with graduated levels of support for practice and performance

Provide options for physical action
+ Vary the methods for response and navigation
+ Optimize access to tools and assistive technologies

Affective Networks
The "why" of learning

Recognition Networks
The "what" of learning

Strategic Networks
The "how" of learning
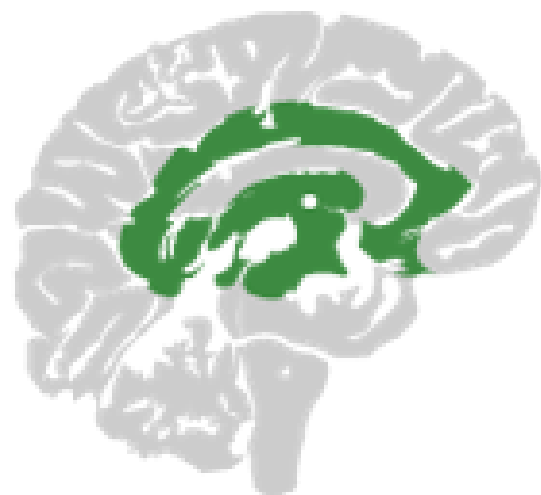
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
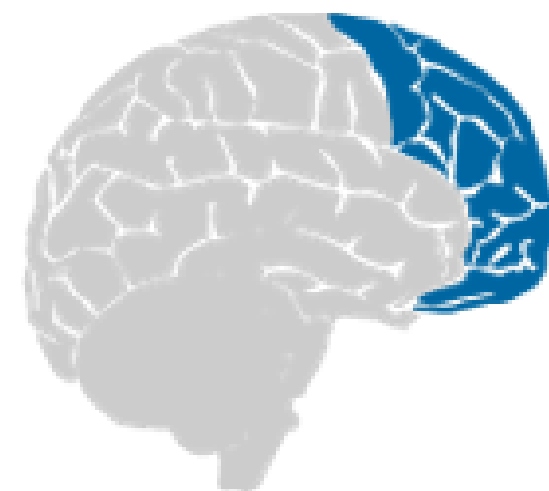
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Is UDL Only for Students with IEPs?

UDL is a framework to support the variability of learners that exist in all classrooms.

This includes gifted students, disengaged students, students with disabilities, students who are English learners, and even the mythical average student.

Using a curriculum that is rooted in the 3 UDL principles:

Teachers Provide:	Students Have:
Flexible options for student engagement.	Choices which will engage student interest.
Flexible ways of presenting lesson content.	Options for how they learn.
Flexible methods of expression and assessment.	Choices for how they demonstrate their knowledge and learning.

Affective Network: *The Why of Learning*
Multiple Means of Engagement

• Have I provided alternative ways to recruit student interest, ways that reflect inter- and intra- individual differences amongst students *. . .*

• Have I provided options for students who differ In motivation and self-regulation skills *. . .*

• Have I provided alternatives to support students with different aptitudes and prior experience to effectively manage their own engagement and affect *. . .*

so that all of my students will be successful?

Recognition Network: *The What of Learning*
Provide Multiple Means of Representation

- How am I going to ensure that key information is equally perceptible by all students . . .

- How am I going to ensure accessibility, clarity, and comprehensibility for all students . . .

- How am I going to provide the necessary scaffolds to ensure that all students have access to knowledge and can assimilate new information . . .

so that all of my students will be successful?

Strategic Network: *The How of Learning*
Provide Multiple Means of Action & Expression

- Have materials been provided with which all students can interact, navigate, and express what they know *. . .*

- Have I provided alternative modalities for expression, to level the playing field and to allow all students the opportunity to express knowledge, ideas, and concepts in the learning environment *. . .*

- How have I provided necessary strategies and scaffolds for students to be more plan-full and strategic *. . .*

so that all of my students will be successful?

Consider what small changes you could make to this good lesson to make it even stronger and designed to meet the edges of all the learners in the classroom?

Questions to Ask/UDL Considerations for Planning a Lesson, Unit, or Assessment

I. Provide Multiple Means of Engagement Purposeful, motivated learners	II. Provide Multiple Means of Representation Resourceful, knowledgeable learners	III. Provide Multiple Means for Action and Expression Strategic, goal-directed learners
Provide options for self-regulation + What will I do to help students self-regulate and effectively deal with frustration in order to amplify and augment motivation? (e.g., self- regulatory goals, frequency of self-reflection and self-reinforcements) + How will students utilize coping skills? (Managing frustration, seeking emotional support, phobias, provide feedback) + What different models and scaffolds of self assessment techniques are provided so that students can collect and or chart data for the purpose of self monitoring changes? (charts, templates, feedback display,) **Provide options for sustaining effort and persistence** + What strategies will I employ to foster and sustain student motivation, effort, and concentration? (e.g., goal formulation, restatement, posting; hand-held or computer-based scheduling tools; prompts or scaffolds) + How will I accommodate the varying levels of challenge by providing a range of demands and resources that optimally motivate all students? (e.g., differentiate the degree of complexity or difficulty, provide alternatives in the permissible tools or scaffolds) + What will I do to foster and promote opportunities for students to communicate and collaborate within a community of learners? (e.g., cooperative learning groups, peer interaction and supports, establish norms for group work) + How will I provide master-oriented feedback? (e.g., emphasize effort, improvement, and achievement of standard; encourage perseverance and use of specific supports) **Provide options for recruiting interest** + What choices are provided for students to ensure engagement, within tasks of the lesson or assessment skills? (e.g. level of challenges, rewards and recognitions, completion of task) + Are classroom activities and materials personalized culturally	**Provide options for comprehension** + How might I activate prior knowledge required for assimilating new information? (e.g., graphic organizers or maps, cross-curricular analogies, visual imagery) + In what ways will I help or guide students to distinguish between relevant and irrelevant or non-important content? (e.g., cues and prompts, multiple examples and non-examples, emphasizing key elements) + How will I ensure all learners are able to process and translate content into useable knowledge? (e.g., prompts for sequence, organization options, graduated scaffolds) + What will I do to ensure all students sustain memory of new information in order to generalize and transfer knowledge to new situations? (e.g., checklists, mnemonic strategies, concept maps, explicit review) **Provide options for language, mathematical expressions, and symbols** + How will I clarify important vocabulary or syntax? (e.g., embedded support, highlight terms) + How will I reduce the barriers for decoding? (e.g., text to speech, digital text) + What are alternative ways to promote understanding language? (e.g., dominant language, link key vocabulary, electronic tools) + How will I incorporate multiple media, illustrations, simulations, images, or interactive images to ensure text is more comprehensible? (e.g., animation, storyboard) **Provide options of perception** + Should information be formatted and displayed in a modality that enhances readability? (e.g., text or graph size, color-contrast options) + How will you provide alternatives for auditory information? (e.g., voice recognition, sign language, transcripts) + What visual information is effective for this lesson? (e.g., tactile graphic, text to speech, video)	**Provide options for executive functions** + How will I support students with setting appropriate goals to guide their work? (e.g., prompts, scaffold efforts, model examples of process and product, checklists) + What are the tools a student will need to reach goals? (e.g., embed prompts to stop and think, show and explain work, portfolio review, checklists, templates) + How will I support students with keeping information organized and "in mind"? (e.g., graphic organizers and templates, prompts for categorizing, checklists) + In what ways will I provide explicit, informative, and timely feedback that will assist learners with monitoring their progress and guiding their efforts and practices? (e.g., questions, progress reporting/documenting, rubrics) **Provide options for expression and communication** + To reduce media-specific barriers to expression, how will I ensure students have alternative media for expression? (e.g., compose using text, speech, illustration, music) + Would alternative or contemporary media tools? (e.g., spell-checkers, calculators, manipulatives) increase students' ability to express knowledge + What will I do to ensure learners develop fluencies—audio, visual, mathematical, reading, etc.? (e.g., different models, approaches, strategies; prompts for categorizing; checklists) **Provide options for physical action** + How will I reduce barriers to learning required by motor demands of a task, response, selection, and composition? (e.g., physical manipulatives and technologies, marking with pen and pencil, mouse control, joystick, keyboard) + How will I ensure access to tools and assistive technologies to provide support to navigate both physical space and curriculum? (e.g., keyboard commands for mouse action, customize overlays for touch screens and keyboard, build switch and scanning options)

SMART Goal and Action Plan

Revisit the IEP goal you wrote yesterday:
- Update to include the instructional shifts and UDL supports.
- Include when, how, and who as part of your action plan—when and how will you communicate the instructional shifts and UDL supports to all the educators who support the student, who do you need to collaborate with to ensure the student is able to meet or exceed the goal.

UDL—NO TECH REQUIRED

Big Ideas to Take Away—UDL

- Plan ahead for learner variability;

- Instruction can and should be flexible and accessible (when planned);

- Multiple representations, output and expression, and means of engagement will benefit all learners;

- UDL is the instructional "HOW" for the "WHAT" of the AZCCRS;

- Once your mindset changes to UDL, it changes everything you do as an educator!